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ABSTRACT

Personal decisions and life-styles and how they have social and demographic consequences is the focus of the grades 7-12 population education unit developed for the Baltimore public schools. The unit attempts to have the student see himself as part of his present family unit and as a decision maker who will make choices about his own future family. Students will examine various life-styles and how well they provide for both physical and psychological individual needs. Through a humanistic approach, students will gain an understanding of the factors influencing individual and family life-styles and learn how to analyze them in light of personal and social needs. The suggested time period for the unit is three weeks. (Author/JR)

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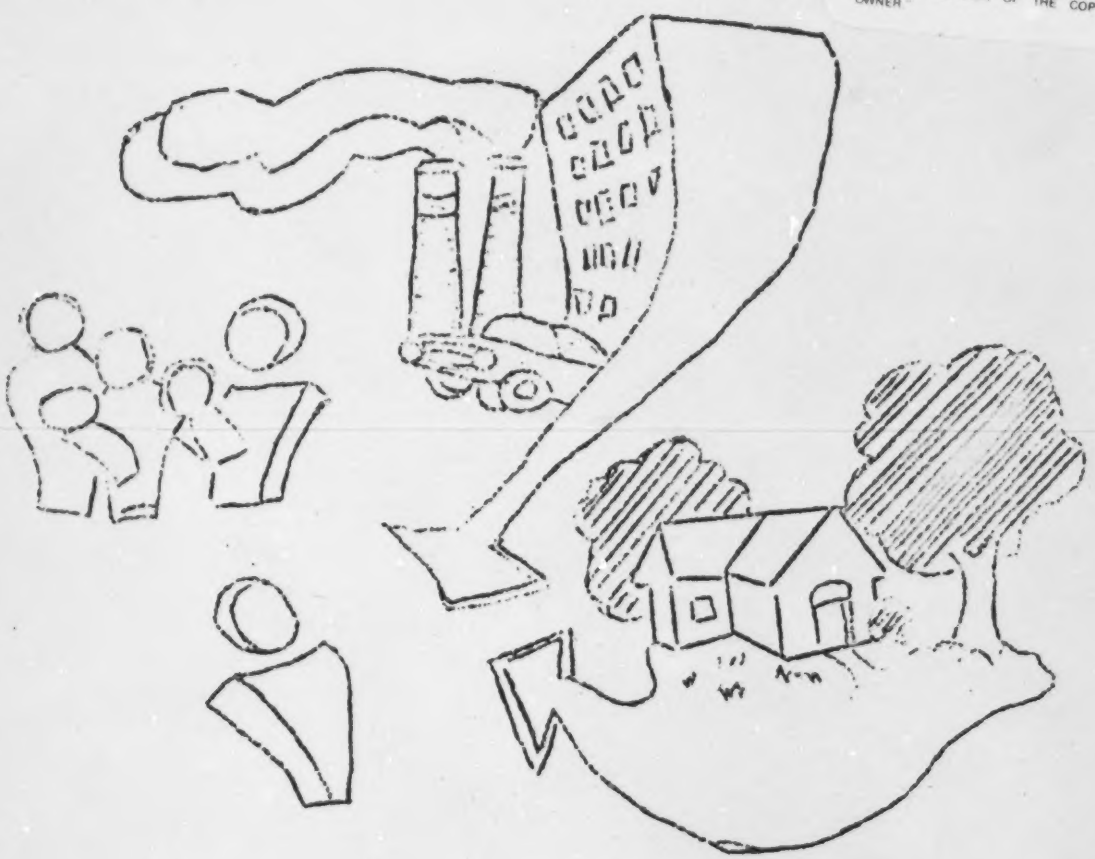

INDIVIDUAL AND FAMILY LIFESTYLES

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PART II

INDIVIDUAL AND FAMILY LIFE STYLES

SUGGESTED TIME THREE WEEKS

(5 PERIODS A WEEK)

INTRODUCTION

CONCEPT THEME: Individual and family life styles affect population growth.

Certainly life is different for the seventh child in a family of eight, than for an only child. It is different for a child whose parents are both in the home and a child being raised by his grandmother and teenage mother. This section of our Population Education unit attempts to have the student see himself as part of his present family unit, and as a decision maker who will make choices about his own future family. It will examine various life styles and how well they provide for individual needs, both physical and psychological. Hopefully, it will "humanize" the demography learned in Section #1 and help the student understand himself within his family, now and in the future.

In this unit, there are no right or wrong answers, and reliance upon a consensus of opinion should be avoided. Emphasis is upon student participation, welcoming a diversity of ideas and concepts. In this manner, students will gain an understanding of the factors influencing individual and family life styles and learn how to analyze them in light of personal and social needs.

OBJECTIVES OF THE UNIT: The goals of this unit are designed so that by its completion, students should be able to:

1. know the various individual and family life styles which affect population growth
2. understand relationships between family roles and responsibilities
3. know how cultural and social factors influence family size and individual life styles

Introduction (Con't)

4. understand the importance of the family unit to the community, and vice versa

NOTE: Teachers must be sensitive to the present family units of pupils in their classes. Emphasis is to be placed on students' future goals and desires, not on the negative aspects of one size family over another.

GENERAL TEACHING NOTES

Vocabulary:

1. Vocabulary should be previewed at the start of class.
2. Vocabulary may be defined during preview or as home assignment.
3. Students should have vocabulary section of their notebook or class notes.
4. You may add any words with which students experienced difficulty during class.
5. Students may write a paragraph to summarize each lesson using the day's vocabulary.

Transparencies:

1. A clear acetate sheet may be placed over transparencies on which the teacher (or students) must write. This will save the original transparency, and a different acetate sheet may be used for each class period.
2. Ditto sheets to match the transparencies (other than summaries) may be used for students to copy classnotes.

LIST OF TEACHING MATERIALS

Lessons	Transparencies	Dittos
I	1 - Page 9B The New Kid	1 - Page 12 & 13 Survey
II	2 - Page 20B U.S. Population Growth Past-Projected	2 - Page 15 In My Opinion
III	3 - Page 24 Cooking Up Something	3 - Page 24 Yes Sir, That's My Baby
VI	4,5,6 - Pages 31, 32, 33 3 transparencies	4 - Page 34 & 35 Two Case Studies
	7 - Page 36 An Average Family of 19th & 20th Century	
	8 - Page 38 Changes Affecting the American Family	
	9 - Page 39 Summary: The American Family	
VII	10 - Page 43 Family Compositions	5 - Page 45 The Ideal Family
VIII	11 - Page 51 Summary: Drop Out	6 - Page 49 Family Situations

List of teaching materials Con't

Lessons	Transparencies	Dittos
IX	12 - Page 55 Family Goals	7 - Page 56 Family Goals
	13 - Page 57 Family Life Cycle	
	14 - Page 58 Summary: Bank Account	
X	15 - Page 59 Factors Influencing Family Size	
XI	16 - Page 68 Summary	8 - Pages 64,65,66,67 A Call for Help

SOURCES

1. Themes and Highlights of the Final Report of the Commission on Population Growth and the American Future — Lesson #1
   U.S. Government Printing Office, Washington, D.C.
   Population Growth and the American Future - 1972

2. Population Reference Bureau, Inc. — Lessons #1 & 2
   1955 Massachusetts Avenue. N.W.
   Washington, D.C. 20036
   Publishers - Columbia Books, Inc.
   917 15th Street, N.W., Washington, D.C. 20005
   The World Population Dilemma - 1972

3. U.S. Department of Health, Education & Welfare — Lesson #7
   Social & Rehabilitation Service Children's Bureau
   Children's Publication #460 - A Chart Book
   The Nation's Youth - 1968

4. Macmillan Company - Macmillan Ltd., London — Lesson #9
   Dora S. Lewis, Anna K. Banks, Marie Banks
   Teen Horizons At Home and School - 1970
   P. 49 - Chart - Family Life Cycle

5. Prentice-Hall, Inc. Englewood Cliffs, New Jersey — Lesson #10
   Judson T. Landis & Mary G. Landis
   Personal Adjustment Marriage and Family Living
   P. 293 - List on Making Decisions About Finances

6. Health & Welfare Council of the Baltimore Area, Inc. — Lesson #11
   10 South Street, 21202 (Most recent address:
   900 Court Square Bldg. Lexington Street)
   Directory of Community Services in Maryland - 1973

VOCABULARY LIST

1. agency ..... an establishment that works in behalf of others

2. alternative lifestyle ..... a status other than married with children, such as married and childless, single, single parenthood, etc.

3. case study ..... a description of a situation (usually of an individual or family)

4. community services ..... agencies and facilities provided by the community

5. dependent ..... one who is supported by a provider

6. extended family ..... a family unit consisting of many generations of a family and/or the families of one's siblings

7. family ..... a group of persons related by marriage or blood

8. family composition ..... characteristics of a family unit (number of members, ages, sexes, occupational and educational levels, etc.)

9. family life cycle ..... stages in changing family lifestyles: marriage, birth of children (starting family and growing family), launching children, "empty nest"

10. family planning ..... steps taken to have as many or as few children as desired

11. family unit ..... a group of people (not necessarily a family) living within the same household

12. fertility ..... ability to produce offspring, rate at which a population produces offspring

13. fixed expenses ..... cost of basic necessities (rent or mortgage, transportation, food, insurance, etc.)

14. flexible expenses ..... cost of other non-essential goods, (entertainment, travel, new appliances, etc.)

15. generation ..... period of time it takes a female to pass through her child-bearing age; period of time it takes a child to grow to adulthood and produce offspring

16. guardian.....one legally responsible for the care of another one who takes such responsibility upon himself without legal declaration

17. industrialization.....predominance of urban characteristics (apartments, rapid transit, population density, etc.);

18. life-style.....one's total pattern of living, including occupation, leisure, dress, attitudes, beliefs, etc.

19. married.....the state of being legally bound to one of the opposite sex

20. maximum.....the most that can be had or reasonably handled or expected

21. migration.....movement (usually of large numbers of people) into or out of an area, city, state, etc.

22. mobility.....ease of transportation and physical movement; also, "social mobility" - ease of movement into higher socio-economic levels

23. nuclear family.....a family unit consisting of parents and children

24. offspring.....children

25. optimum.....an ideal condition, state, size, etc.

26. pregnancy.....the state of carrying an unborn child

27. providers.....those who financially support and care for others (parents, adult siblings, aunts, uncles, etc.)

28. puberty.....age at which one can produce offspring

29. rural.....the countryside, farm areas

30. urban.....the city proper (not including suburban areas

LESSON ONE

Unit: Individual And Family Lifestyles

Topic: Demography

Objective: The student should be able to state two facts about demography.

Drill:

Find the mystery word. The first letter of each of the fill-ins, will give you the mystery word. Use the clues to help you fill-in the blanks.

P A ----------	A short word for father.
O L D ----------	Opposite of young
P E O P L E ----------	A word that includes men, women, children
U R B A N ----------	Another word for city
L I F E ----------	Another word for living
A V E R A G E ----------	The mean or the medium
T H O U S A N D ----------	The word the 0's stand for in 1,000
I N C R E A S E ----------	To add to
O V E R ----------	Opposite of under
N A T I O N ----------	The United States is one

Mystery Word: P O P U L A T I O N

Options: You might want to:

1. Use all of the fill-in words in a sentence. Example: Old Pa said, "In the year 2000, people living in the urban areas of this nation will have a longer life average and an increase of the over-population problem."

2. Ask the students to use all of the words in individual sentences.

   Distribute survey sheets which have been dittoed.

Lesson One

Instructions: Use either pen or a pencil to complete the survey sheet which is being passed out. This sheet will be collected in a very few minutes. We will be using the information which you put down in several different lessons in the next few days. (Do not write your name on survey)

Motivation: Birth and Death Rates

Preparation: Write the following on the board:

PEOPLE	
D	B
one	one
	two
	three
one	four
one	one
	two
	three
one	four

Procedure:

Tap out the rhythm listed on the board using the left hand for D column and the right hand for the B column. The teacher is to demonstrate, the students are to do.

Ask one or two students or 1/2 of the class to make a moaning, groaning noise when the left hand taps.

Ask one or two students or 1/2 of the class to make a crying noise when the right hand taps.

Questions:

1. What do you think this D stands for? (Point to the D on the board as the question is asked.)

2. What do you think this B stands for? (Point to the B on the board as the question is asked.)

3. What information can you get from the rhythm you beat? (Repeat the rhythm, if necessary.)
   Answer: One person is born every second, two people die every four seconds.

4. What is the ratio of births to deaths?
   Answer: 4 to 2 or 2 to 1

5. What is the significance of the ratio?
   Answer: Two more people are born than die

6. If the rhythm you beat continues, what might be the result?
   Answer: There will be a lot more people.

7. What choices do you think people have which might change the rhythm pattern? (List student ideas on the board and note them for a later lesson.)

8. The following questions may be more clearly understood by the students if a chart like the one below is put on the board or overhead:

INFORMATION	1 MINUTE	2 MINUTES	5 MINUTES
No. born No. die Net increase			

9. If one person is born every second, how many people are born in:

   one minute? Answer: 60
   two minutes? Answer: 120
   five minutes? Answer: 300

10. If two people die every four seconds, how many people die in:

    one minute? Answer: 30
    two minutes? Answer: 60
    five minutes? Answer 150

11. What is the net increase in the population in:

    one minute? Answer: 30
    two minutes? Answer: 60
    five minutes? Answer: 150

12. Of the 30 people who are added to the population every minute, (the following are rhetorical questions):
    a. Where will they live?
    b. How long will they live?
    c. How many children will they produce?
    d. What effect will their lives have on the lives of the rest of us?
    e. When they die, how many direct descendents will they leave behind?
    f. Will they be able to find a job?
    g. Will they get married?

13. Can anyone tell me why we cannot answer all of these questions?
    Answer: We do not have all of the facts and many answers are dependent upon the individual's personal decision.

Transparency: The New Kid (Please read this cartoon.)

THE NEW KID

Trans. #1

Hi, brother! I just moved into this block
Yeah-well welcome and all that jazz
I'm kinda casing the street looking for data.
Man, I heard of a lots cats using wild stuff, but DATA That's a new one!
Data's facts, man, FACTS.
I'm a demographer and facts are my bag.
A de-mog-ra-pher?
Yes. I collect certain facts use formulas and ...
Hold it a minute! What kinda formulas ???
Mathematical formulas
Jack-up brother Give it to me straight!
The facts transferred into numbers like percents, tell about people -- You know, population and how it changes.
That's the problem. All you guys think we're just numbers.
No, man, the things I learn about people can help every individual if they think before they act.
I'd like to hear more, but I gotta go to the hospital. My wife just had twins.
Now, that's a FACT!
It sure is!!!

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Lesson One

Questions:

1. Think about the questions I asked before that we could not answer. (Repeat the questions, if necessary.) Could a demographer help us answer these questions?
   Answer: Yes.

2. What does a demographer do?
   Answer: He collects data, uses formulas to change the data into percentages, and discovers information about population change.

3. What is the study of demography?
   Answer: It is data which provides information and methodology for understanding concepts of population change. (Accept any definition that is similar in meaning if not in wording.)

4. What kinds of data do you think a demographer works with?
   Answer: How many people are born, die, move into the United States, emigrate from the United States, where they live, how many children they are likely to have, etc. (The students are not expected to be able to list all of these items at this time.)

5. Why do you think we need people to study demography?
   Answer: By studying present population trends demographers can predict future population trends.

Explanation:

During the next two weeks we are going to discover how Individual and Family life-styles have social and demographic consequences.

Summary:

Option I: Draw two large stick figures with conversation balloons on tag board or newsprint. Ask each student to write on a piece of paper a conversation which the two characters might have concerning what was learned in the day's lesson. (The class might decide to name the characters.)

Ask several students to read their conversations.

The students should select the conversation which they think is the best one. (Write the students' choice into the conversation balloon and keep the sheet. If this activity is used to summarize each day's lesson, the cartoon characters can be used as a unit summary at the end of the unit.)

Option II: Ask the students to list two facts they learned about population.

Home Assignment:

Look for articles, cartoons, pictures, and charts in newspapers or magazines. Read the item, cut it out, and write your name on the back.

This is an on-going assignment. Each evening, you will be expected to look for materials dealing with population.

A special file of folders will be organized for the purpose of keeping your articles, cartoons, pictures, and charts, You will use these items for a special project.

SURVEY

Lesson One

Date _____

Sex _____

Class _____

Year of Birth _____

1. Do you plan to get married in the future? _____
2. Do you plan to have children? _____
3. How many children do you plan to have? _____
4. Do you want to: (Put a (✓) beside your choice)
   a. Have natural children? _____
   b. Adopt children? _____
5. List what you think are the reasons for people wanting to have children.

   Place a check next to those reasons which are your personal reasons for wanting to have children.

   List what you think are the reasons for people not wanting to have children.

6. List those items which you think are essential to live.

List those things which you think are necessary for a "nice" or a "good" life.

Lesson One

8. How many people are in your immediate family situation? Write the number.

mother _____

father _____

brothers _____

sisters _____

others _____

9. What do you consider to be the ideal size of a family living in the same house? Write the number.

brothers _____

sisters _____

grandmother_____

grandfather _____

cousins _____

uncles_____

aunts _____

nieces_____

nephews_____

LESSON TWO

Unit: Individual and Family Life-Styles

Topic: Life-Styles

Objective: The student should be able to list seven life-styles

Drill:

Read each statement carefully. Write a T if you think the statement is true. Write an F if you think it is false.

Demographers predict that most people will live in megalopolitan areas in the future.
Answer: true

Demography is data which provides information and methodology for understanding concepts of population change.
Answer: true

The phrase "baby boom" means that a lot of babies were born during the same time period.
Answer: true

The average number of children that each family has affects the lives of all people.
Answer: true

Expressing Opinion:

1. Give students sheet entitled "In My Opinion".

2. Ask students to follow directions on sheet.

3. Show the quotations on an overhead.

4. For each quotation ask:

   a. Who chose this quotation?
   b. Do you agree or disagree with this statement? Why? Why not?

Survey:

The teacher or a student will tally the results from lesson #1's survey. Give students results and have students answer questions on sheet.

Discovery of Various Life-Styles:

Procedure: Game - "Two's A Pair" (based on Rummy)

Preparation: (on next page)

Lesson Two

Name _____

Class _____

Date _____

IN MY OPINION

Instructions:

1. Read each of the following quotations.

2. Select any one of the quotations and comment on it in writing. Tell whether you agree or disagree with the statement, and why.

(#1) "This country, or any country, always has a 'population problem' in the sense of achieving a proper balance between size, growth, and distribution on the one hand, and the quality of life to which its citizens aspire on the other."

Themes and Highlights p. 7

(#2) "In fact, a reduction in the rate of population growth would bring important economic benefits, especially if the nation develops policies to take advantage of the opportunities for social and economic improvement that slower population growth would provide."

Themes and Highlights p. 9

(#3) "Slowing population growth in this country is everyone's affair." All segments of the society should participate, all segments will benefit."

Themes and Highlights p. 11

(#4) "Successfully addressing the population problem requires that we also address our problems of poverty, sex discrimination, minority discrimination, careless exploitation of resources, environmental deterioration, and decaying cities."

Themes and Highlights p. 7

Themes and Highlights of the Final Report of the Commission on Population Growth and the American Future. Based upon Population and the American Future, the report of the Commission on Population Growth and the American Future, 1972, U.S. Government Printing Office, Washington, D.C.

P.S. Keep reading, clipping and bringing newspaper and magazine articles on population.

Lesson Two

Class _____

Date _____

SUMMARY OF CLASS SURVEY

Title: Raw Data

_____ The number of students surveyed.

_____ The number of students who intend to get married and have children.

_____ The number of students who intend to remain single.

_____ The number of children desired by the students surveyed.

_____ The years in which students were born and the number of students born in each year.

_____ The number of students who would like to adopt children.

Questions:

1. What percent of the students in this class intend to get married?
2. What percent of the students in this class do not intend to get married?
3. What is the average age of the students?
4. What is the average number of children that each person in this class will have?
5. What percent of the students would like to adopt children?
6. What is the average number of children that each person who wants to have children will have?
7. Why are the students who do not wish to have children in the future counted to determine the class average?

Extra:

Make a chart or graph using the information from the survey. You may use either the raw data or you may convert it to percentages.

Lesson Two

CARD GAME

Preparation

Explanation of Deck:

There are 60 cards in the deck (33 pairs), six of which are optional and may be included at the discretion of the teacher.

The object of the game is to match pairs of cards.

Number of Players: Two

Deal: Seven cards, one at a time, to each player.

Place: Rest of the deck face down in the center of the playing area and turn one card face up.

Object of the Game: The first player to collect 3 pairs of matchcards, wins.

How to Play:

The person who is not the dealer begins. He may take the card facing up or the first card on the pile. He decides whether or not to keep it. He then discards one card which he does not want to keep. The other player may take the card the first player discarded or select one from the pile. He discards a card he does not want and so on until someone says "Three Pairs". This means he has three pairs and a discard.

Length of Game:

The class may play the game for 20 minutes. The students may choose to change partners. A five minute warning should be given toward the end of the playing period, so that the students can complete their hand.

Questions:

What different life styles or ways people choose to live, did you learn about in the game? (List these on the board).

Answer: some people prefer not to get married
some people prefer to get married and have as many children as possible
some people prefer to adopt children
some women prefer to have a career and children
some women prefer to have a career and no children
some couples prefer to plan for a small family
some people get married when they are young
some men help with household duties
some people join communes
some people get married when they are older

Lesson Two

"Two's A Pair"

Preparation:

Use 3 x 5 index cards
Prepare enough sets for the class to use.

Single Man
No children

Single Woman
No children

Single Man
Adopted child

Single Woman
Adopted child

Late Marriage
No children

Career Woman
No children

Career Woman
One child

Career Woman
Two children

Couple decides
not to have
another child

Woman Wants to Have
A Job, Not Children

Two Men Live Together

Two Women Live Together

Couple Decide Not to
Have Any Children For
Economic Reasons

Couple Plans To Have
As Many Children As
Possible

Man Helps With Housekeeping
Duties

Man Has Traveling Job
And Two Children

Man Has Traveling Job
And One Child

Couple Wants A Small
Family

Couple Plans to Limit
The Number of Children
They Have to Two

Couple Plans to Get
Professional Help to Assist
Them in Planning Their
Family

Couple Want to Accept Jobs
That Call for Frequent
Moving and Decide Not to
Have Children

Couple Want to Accept Jobs
That Call for Frequent
Moving and Decide to Have
Only One Child

Person Chooses to Join a
Commune and to Accept Joint
Family Responsibilities

Couple Decide to Have Only
One Child for Economic
Reasons

Lesson Two

Continued:

Couple Does not want to live in a large house or apartment, so decide not to have more than one child

Couple marry when they are older and have one child

Couple marry when they are young and have four children

* Woman does not want to have any more children so has an operation (Tubal Ligation)

* Woman does not want to have a baby and has an abortion

* Man does not want to have any more children, so has an operation (Vasectomy)

* These items can be used at the teacher's own discretion..

Lesson Two

Which life-style is best?
Answer: none - Each person or couple must decide for himself/themselves, the kind of life-style which will provide the most happiness and personal fulfillment.

What are the reasons why some people prefer to limit the size of their families? (List on board).
Answer: employment, living space, mobility, income.

Relationship of Life-Styles to Demographic Data

Procedure:

Transparency: U.S. Population Growth - Past and Projected

Question: How would each of these life styles (point to items on the board) affect this chart?
Answers: single people - population slow down
adoption - population slow down-late
marriage - population slow down
small family - population slow down
career and small family - population slow down

Explanation:

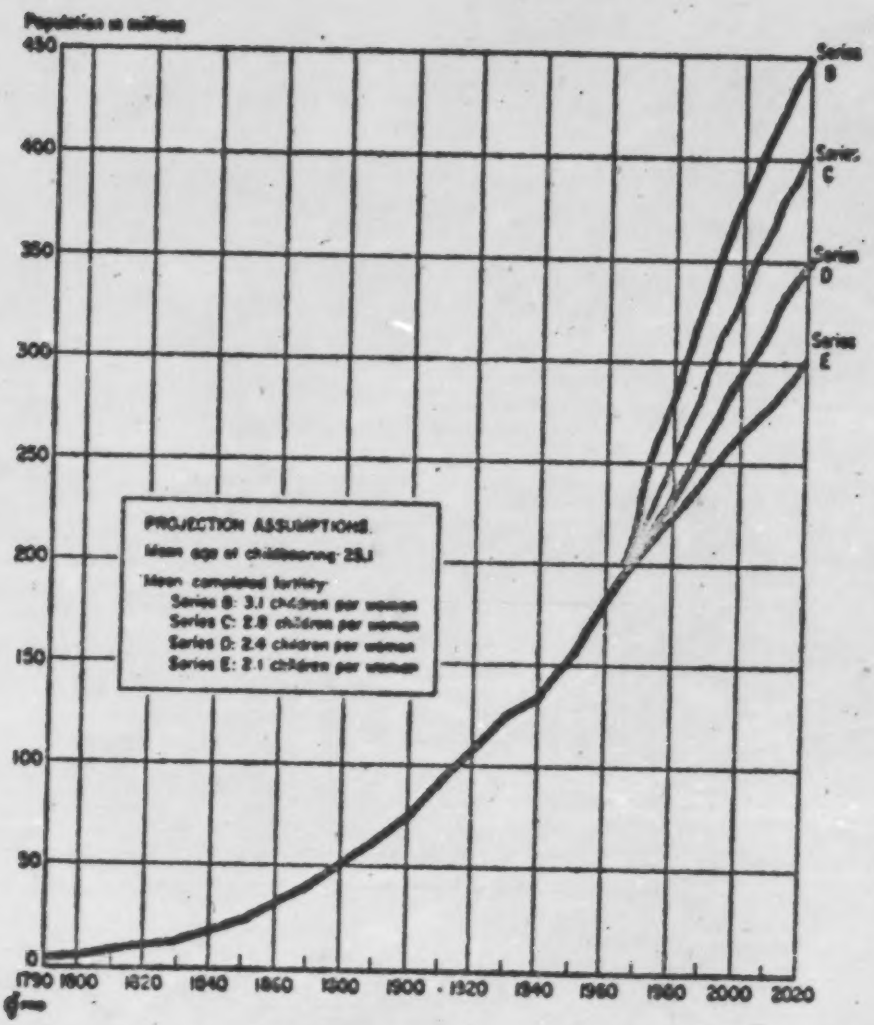
While it looks like many of the life styles may cause the population growth to decrease, the various life styles really only cause it to slow down.

For every person who chooses an alternate life style - a life style that is different from our current society's idea (marriage with several children)-there are many people who choose to marry and have many children.

At the present time, society is just beginning to recognize alternate life styles. The idea that to be a man or to be a woman means to marry and have several children, is changing. A single woman is no longer an "Old Maid". Instead of having the title "Mrs." or "Miss", many people are using the title "Ms." for all women.

Men who share household duties are no longer called "hen-pecked". Men who do not have children or who do not have a son are no longer pitied by many people.

U.S. POPULATION GROWTH—PAST AND PROJECTED



Lesson Two

Option I: As in previous lessons, draw two large stick figures. Have students write a conversation dealing with the lesson. Select the best one and save the drawing for review.

Option II: Questions:

Are there many different life styles?
Answer: yes

Is any one life style better than any other life style?
Answer: no

Does a person's life style affect the total population?
Answer: yes

Home Assignment:

Comment in writing or illustrate in some way (poster, cartoon, etc.) the following nursery rhyme. Make suggestions as to what the old woman might have done.

There was an old woman who lived in a shoe.
She had so many children, she didn't know what to do.

LESSON THREE

Unit: Individual And Family Life Styles

Topic: Personal Opinion Has Social and Demographic Consequences.

Objective: The student should be able to demonstrate, in some manner, the way a person's personal opinion has social and demographic consequences.

Drill:

List as many life styles as you can recall. Answers should include:

married with many children
single: men and women
married with 1 or 2 children
career and no children
communal life
married when older
married when young
career and small family
adoption of children
one parent family
men help with household duties

Motivation:

Procedure: Distribute sheet entitled "Yes Sir, That's My Baby". The students are to sing the song to the tune, "Yes Sir, That's My Baby".

Trans.: Population Growth - Past and Projected

Questions: What is the average number of children for each of the women in the 2 verses of the song?
Answer: 3

If every woman in the United States had the same personal opinion or philosophy as the woman in verse #1, how many million people would there be in 1990?
Answer: The chart does not give us this information, but it would be more than 275 million.

If every woman in the United States had the same personal opinion or philosophy as the woman in verse #1, how many million people would there be in 2020?
Answer: The chart does not give us this information, but it would be more than 450 million.

If every woman in the United States had the same personal opinion or philosophy as the woman in verse #2, what would happen to the population of the United States?
Answer: It would eventually disappear since people would continue to die and no one would be born.

Which woman's personal opinion or philosophy is more correct?
Answer: neither - each person must determine for himself which life-style is best for him.

Which woman's personal opinion or philosophy has demographic consequences?
Answer: both

Group Work:

Explanation: Today you may choose to work alone, with another student, or with a group of students

Each of you will have the same problem to work on. The problem is: (write it on the board) "How A Person's Personal Opinion Has Social and Demographic Consequences".

Your job is to think of some way to demonstrate this problem to the class. I have prepared a sheet with some ideas and will give it to you shortly. You may choose to use one of these suggestions or you may think of something on your own.

You will have the entire class period to work on your project. If you need more time, you will have to work tonight at home. You will make your presentation to the class tomorrow. Should you need any special materials or equipment, I will be happy to help you arrange for them.

While you are working, I am going to pass around a sheet of paper on which I would like you to write the kind of presentation or demonstration you are planning and names of people in your group. This information will make up a program for tomorrow's class period. Is anyone interested in helping to make up the program? (If not, the teacher will have to do it.)

Lesson Three

Procedure: Transparency: sheet entitled "Cook Up Something".
NOTE: Try to encourage some students to select and work on a project that will involve several people, such as a debate, panel discussion, television quiz show, etc.

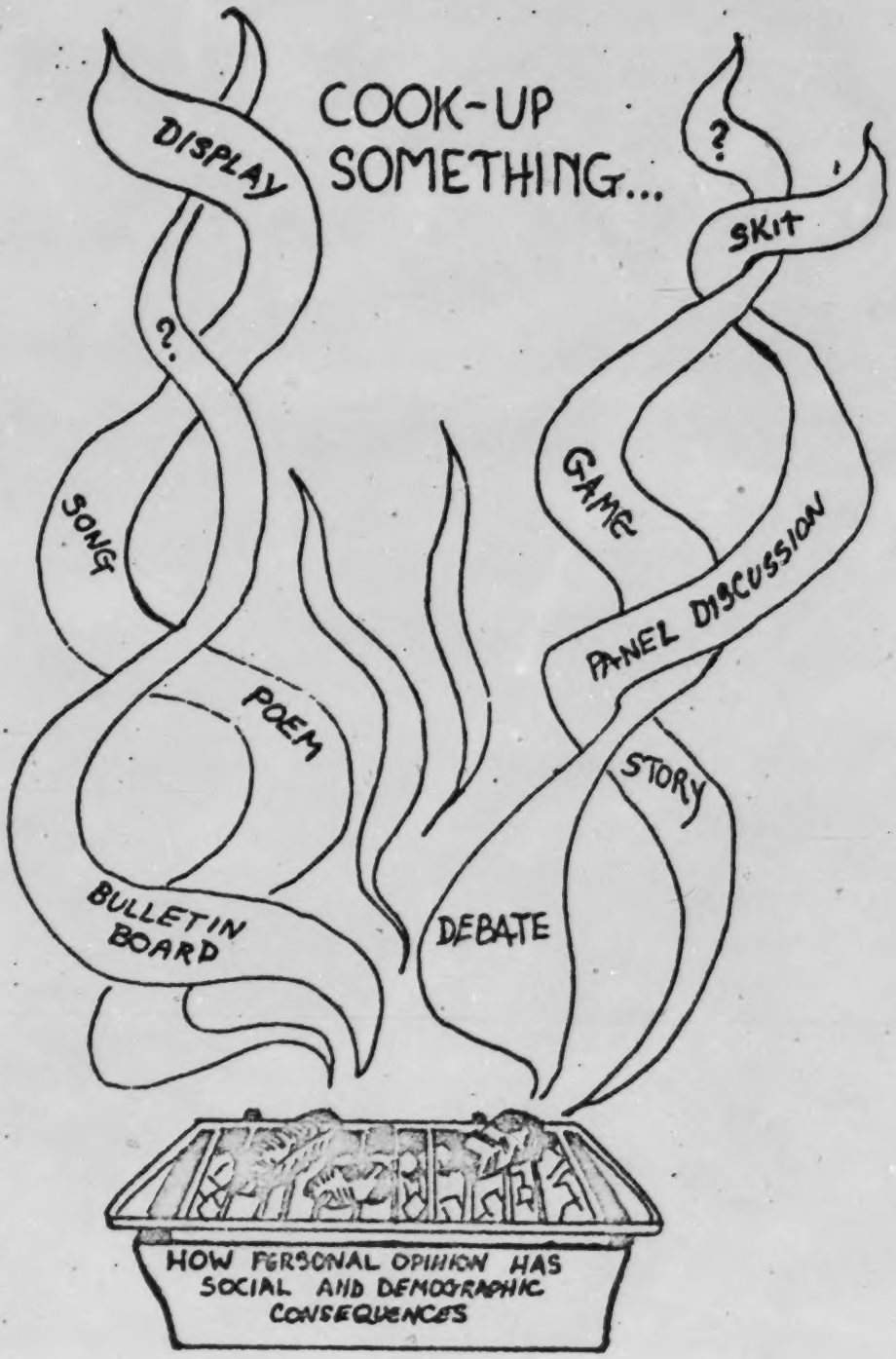
Pass around a sheet of paper that has two columns.
Column #1: Type of Presentation
Column #2: Names of Participating Students

"YES SIR, THAT'S MY BABY!"

Sung to the tune: "Yes, Sir, That's My Baby."

Oh boy, I'm gonna have a baby,
Number six, and I don't mean maybe,
Having kids is a lota fun.

Who, me? Have a baby?
No, sir, and I don't mean maybe.
Having kids just is not for me.


COOK-UP SOMETHING...
DISPLAY
?
SKIT
?
GAME
SONG
PANEL DISCUSSION
POEM
STORY
BULLETIN BOARD
DEBATE
HOW PERSONAL OPINION HAS SOCIAL AND DEMOGRAPHIC CONSEQUENCES

COOKING UP SOMETHING

TYPE OF PRESENTATION	NAMES OF PARTICIPATING STUDENTS

LESSON FOUR

Unit: Individual and Family Life-Styles

Topic: Personal opinion has social and demographic consequences

Objective: The student should be able to demonstrate in some manner, the way a person's personal opinion has social and demographic consequences.

Drill:

1. Set up any special materials that are necessary for your presentation.

2. Sit with your group.

Motivation:

Procedure: Describe programs for the day's activities. Introduce or ask a student to introduce each group.

Questions: (Ask these after each presentation)

What was the personal opinion(s) presented?
What were the social and demographic consequences of the opinion?

Summary:

Option I: As in previous lessons, draw two large stick figures. Have students write a conversation dealing with lesson. Select the best one and save the drawing for review.

Option II: Ask one or two students to comment on the presentations.

Option III: The teacher should comment on the presentations.

Home Assignments:

Choose any one of the life-styles mentioned in class and comment on it in writing. Include your personal opinion and the social and demographic consequences of your opinion.

LESSON FIVE

Unit: Individual and Family Life-Styles

Topic: Writing personal opinion on population

Objective: The student should be able to write his personal opinion on population and its social and demographic consequences.

Drill:

Read the following poem written by a 14 year old boy. Write one or two sentences in which you state whether you agree or disagree with the poet and tell why.

> I think that women are the greatest thing happen to man because man and women have the power to produce. And that is all I got to say. The Me Nobody Knows p. 9

Motivation: Hold up a daily newspaper

Explanation: We are all familiar with a newspaper. Today, we are going to be in the newspaper business. Not selling, but being the editor.

Does anyone know what the editor of a newspaper does?
Answer: He has final selection of all articles used. He makes the final decisions on the placement of all articles and writes his opinion in an editorial.

Procedure:

Option I: Hand back the articles each student has brought in as part of his home assignment.

Option II: Allow each student to select articles from those collected by the class. NOTE: Additional copies of any articles may be made by a copy machine. A few articles are included at the end of this lesson as well as filler quotations.

Explanation: Using newspaper and magazine articles, I want you to arrange a newspaper page. I have arranged a page as an example.

Distribute Ditto: Today's Population News

Explanation: I have called my page "Today's Population News". You may choose another title if you like.

I have included a cartoon.
I have included news articles.

Lesson Five

I have included a short filler statement. A filler is some short item, a sentence or 2 long, that newspaper people use to fill a small space that would otherwise be blank. I have prepared a folder of short filler items which you might want to use.

I have WRITTEN an editorial. Every one of you will have to write an editorial in which you state your personal opinion on population and tell about the social and demographic consequences of your opinion. Notice that I wrote my name under the editorial so that this news page will know who the editor is.

You might want to include a puzzle, a chart, or a picture on your newspaper page.

Questions:

What kinds of items might you include on your news page? (List on board)
Answer: News articles, cartoons, pictures, puzzles, a chart, and fillers.

What must each person write for his newspaper page? (Write large on board)
Answer: Editorial

What will you do in the editorial?
Answer: State own personal opinion about population and tell about the social and demographic consequences of your opinion.

Must everyone use the same title for his newspaper?
Answer: No.

Summary:

Option I: As in previous lessons, draw two large stick figures. Have students write a conversation dealing with the lesson. Select the best one and save the drawing for review.

Option II: Ask one or two students to show their newspaper pages to the class. The students should tell what each article is about and read the editorial they wrote.

LESSON SIX

Unit: Individual and Family Life Styles

Topic: The modern American family

Concept: Social, technological, and demographic changes in America have affected family life styles.

Objectives: At the end of this lesson, students will be able to (1) identify factors responsible for current changes in family life styles and (2) explain their specific effects.

Materials:
1. classwork sheet, The American Family (Appendix XII-XIII)
2. trans. #9, Summary
3. Trans. The Nation's Youth #4, 5, 6)
4. trans # 7, 8, The American Family
5. Ditto #4

Drill:

Write a paragraph describing what you consider to be an ideal family.

Classwork:

Before class, write today's vocabulary on the board. (see list)

1. Check home assignments.

2. How would you describe the typical American family of today?
   -(In terms of: size, location, composition, income, occupation, age at marriage, life span of members, number of years spent raising children...)
   - Compare the students' ideas with the graph transparencies. (read the background information, transparencies #4, 5, 6.)

   - How accurate do you believe the graphs are? (concept: People often believe their cross section represents the entire population)

   - How accurate do you believe your descriptions are?

3. Read the classwork sheet: The American Family - Two Case Studies. Answer the following:

   a. Describe the average family of this and the last century in terms of the information given in the case studies and your description of the typical family today. (Use trans. #7, The American Family and list the characteristics noted in step 2 above.)

   b. How accurate do you think the two case studies are?

Lesson Six

Most Children and Youth Are City Dwellers

Almost two-thirds of the population under 20 live in or near a city; but there are almost 28 million young people living in non-metropolitan areas.

In 1920, our population was almost equally divided between urban and rural areas. Today 75 percent of our total population live in metropolitan areas covering less than 1 percent of the land area, and 90 percent of our land is classified as rural.

By the year 2000, the proportion of the population living in urban areas will probably exceed 90 percent, but the amount of rural land will decrease only slightly. Trans. #3

Most Families Are Small

Among the 27 million families with children under 18, four out of five have no more than three children. The majority of them, about 16 million, have only one or two children. (Some 21 million families have no children under 18.)

Some of these families will add one or two more children before their child-bearing phase is complete. During the years of the "Baby Boom" after the Second World War, the average completed family size was 3.7 children. By the mid 1960's, this figure has fallen to only slightly more than three children. Trans. #4

Most Children Live With Both Parents, But 15% Do Not

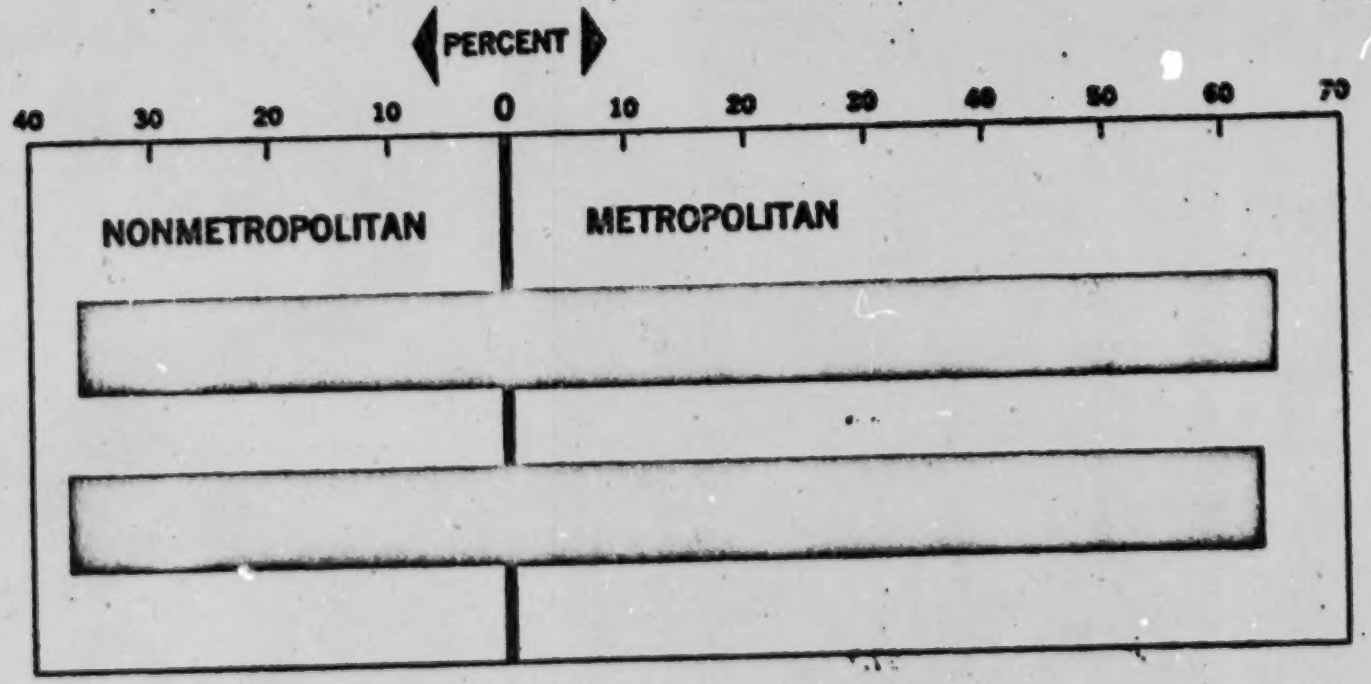
The great majority of children under 18 (over 85 percent) live with two parents. This represents almost 60 million children. However, 10 percent (6 million) of the child population live with their mother only and less than 1 percent (600,000) with their father only. Over 4 percent (about 3 million) live with neither parent.

Of the 45 million children under 18 years old in 1948, 87 percent were living with both parents, 8 percent were living with only one parent - 7 percent with the mother and 1 percent with the father - and the remaining percent with neither parent.

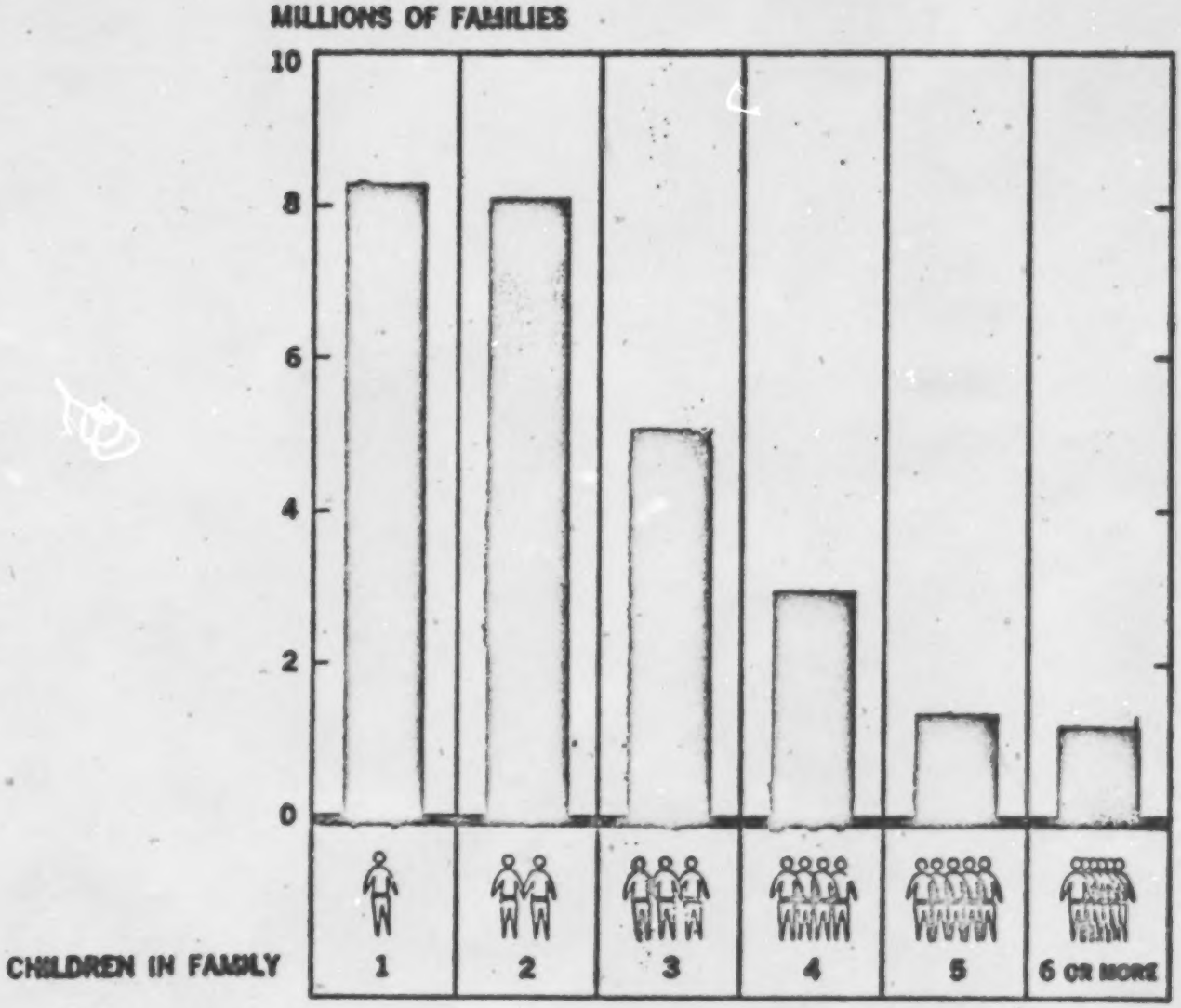
In the 1960 census, there were about 2 1/2 million families with children under 18 in which the father was absent. In a fourth of the families, the father was dead; over half were fatherless because of divorce, desertion, separation, or illegitimacy. The fathers in the rest of the families were in military service, working away from home, living in institutions or in other circumstances that separated them from their families. Trans. #5

Lesson Six
Trans. 14

MOST CHILDREN AND YOUTH ARE CITY DWELLERS



MOST FAMILIES ARE SMALL



MOST CHILDREN LIVE WITH BOTH PARENTS-ICH DO NOT

KEY:
Each figure represents
1% of children under 18.

With both parents

With mother only

With father only

With neither parent

Lesson Six

CLASSWORK SHEET

THE AMERICAN FAMILY: TWO CASE STUDIES

The Scotts, 1885:

A hundred years ago, a typical family lived on a farm. The Scott home was located on the remains of a large estate about 20 miles from Orangewood, South Carolina. Orangewood was a small, quiet town, but it was the trading center for the surrounding farms. The Scotts bought the supplies they needed there; and if anyone were seriously ill, someone would walk to town for a doctor.

The Scott farm consisted of about 25 acres, all of which were cultivated. There was a stream near the farm which the family used as a water supply. The Scott house contained four rooms; there was no bathroom, but toilet facilities were not far from the house. The farm produced just enough vegetables, sugar, and occasionally, fruits; chickens were kept on the farm whenever times were good and Mr. Scott often shot wild rabbit on the property. Meals were served on the big table in the kitchen, which was also the room where the children played when they had to stay indoors. All household tasks were done by Mrs. Scott and her daughters - making butter and soap, feeding, killing and cleaning the chickens, washing, cleaning the house, and making and mending clothes.

The Scotts stayed at home most of the time. The children could have walked 3 miles to the one-room school house if they had been allowed to attend. Instead, most of their day was spent working on the farm with their parents, or playing and fishing in the nearby stream. The entire family attended church on Sunday. Later they would visit Mr. and Mrs. Scott's brothers and sisters since both sets of parents had died in their forties.

The first child was born to Mrs. Scott when she was 17, and the last when she was 39. Of her 12 children born, two died in infancy and two others of disease. For 28 years there was at least one child under the age of five. Mrs. Scott spent 36 years of her life with child care as a major job. Her grandchildren began to arrive when she was in her forties. Mr. Scott's family had always been farmers, so he learned his trade at an early age. When he married, he built a small shack until he could manage to build the 4 room house. He took care of all the major outside chores, like ploughing and woodcutting. Mr. Scott knew his role as the head of the family, and that he was to be obeyed by everyone in it.

The Johnsons, 1973:

An average family of today lives in an urban area. The Johnsons live in northwest Baltimore City, not far from downtown. They hope to be able to buy a house soon, perhaps in the Liberty Road area, but for now, they have an apartment in one of the older buildings. The Johnsons have three children, Robert (age 18), Kenneth (age 11), and Angela (age 9). Their apartment has a living room, large kitchen, 3 small bedrooms, and a bathroom. The boys share the same bedroom, and Angela has what used to be the family den. Now, everyone uses the living room to relax and entertain in. Family meals are served in the kitchen; sometimes they use television trays in the living room when snacking.

Kenneth and Angela attend a community elementary school two blocks from their home. There is a recreation center in the school and an asphalt playground around it. Robert is a high school junior. Since his school is near the city-county line, he must use the bus to get there. Stores and movies are along nearby bus routes, but skating rinks and bowling alleys, which Robert likes, are not.

Mrs. Johnson has a few modern appliances, plus a television, radio, and sewing machine. The family wants to get a freezer, color television, and an air conditioner soon. Since both parents work full time jobs, much of the housework is shared by the children. The younger ones let themselves in after school and clean the house or go to the laundromat. Robert works several hours after school. When she gets home, Mrs. Johnson does the cooking.

After dinner, the younger children go to the recreation center and Robert usually leaves to visit friends or just hang around on the street. Mr. and Mrs. Johnson usually spend evenings watching television. Everyone, except Robert who prefers to be with his friends, visit relatives frequently - especially Mrs. Johnson's parents and her grandmother who lives with them. Occasionally the whole family may picnic or go bowling.

The Johnsons were married when he was 21 and she was 20. Robert was born the following year with Kenneth and Angela born 7 and 9 years later, respectively. Mrs. Johnson will spend 20 years with child care as one of her major responsibilities, in addition to her full time job outside the home. Mr. Johnson has been a maintenance man at a local hospital since he graduated from high school. Mrs. Johnson began work at the same hospital after Angela was born, so they drive to work together. Family decisions are usually determined jointly - through discussion and, sometimes, quarrels. Everyone knows their responsibilities and works to make family life easier.

INTERPLAY: THE AMERICAN FAMILY

Trans. #7

THE AMERICAN FAMILY

LESSON #6

I.

	AN AVERAGE FAMILY OF	
	The 19th Century	The 20th Century
1. size		
2. location		
3. composition		
4. income		
5. occupations		
6. age at marriage		
7. life span		
8. number of years raising children		
9. _____		
10. _____		
11. _____		

Lesson Six

4. What has happened to change the family lifestyle over the past 100 years?
   - How has each advance affected the family specifically? (Use trans. #8 - The American Family)

Sample: What changes have occurred?

What changes have occurred	How changes affect families
appliances	more leisure
industrialization	better wages, urbanization
improved education	better wages
urbanization	less parent control on children, greater sophistication
changing female role	jobs outside the home, greater voice in decisions
mobility	migration to city
mass media	sophistication
family planning	control of fertility
medical care improved	lower infant mortality, longer life span, less need for high birth rate

(Class should add other items to this list)

5. What type of family will you have?
   How and why will it be different from that of your ancestors?

6. Complete Summary Transparency. (trans. #9)

Lesson Six

Ditto #8

THE AMERICAN FAMILY

II. CHANGES AFFECTING AMERICAN FAMILIES

What Changes Have Occurred	How They Have Affected Families

Trans. #9

INTERPLAY: THE AMERICAN FAMILY
SUMMARY
LESSON # 6

Object: To score closest to team maximum

How to play: Divide into two teams (A, and B). As each description is read, the proper team must claim it first and tell its specific impact on the American family. If the wrong team claims the item first, or if the explanation is incorrect, the item is repeated at the end of the game. Write the item in its proper column when correct.

A	B
19th Century	20th Century

agricultural - A

urban - B

mass communication - B

industrial jobs - B

jobs outside the home - B

apartment living - B

life span - approximately 40 years - A

low infant mortality - B

outdoor toilet facilities - A

high infant mortality - A

rural - A

nearby schools - B

easy transportation - B

Lesson Six

Suggested Home Assignments:

Suggested Home Assignments:

1. Define today's vocabulary terms.

2. Interview the oldest member of your family. How does he/she recall his family when he was a child. What things have changed in your own family, and why? Interview in terms of the elements discussed in class.

3. Write a narrative about an average day in the life of an urban or rural man or woman of the past. Write a sequel about an urban man or woman of today.

4. Select sections from a period novel about a family situation. What things seem common place to them then? How does it compare or contrast with what we take for granted now?

5. Compare five television shows about families and complete the chart.

Title	Family Size	Occupation (Professional Blue collar)	Leisure	Location (Urban/Rural/ Suburban
(A)				
(B)				
(C)				
(D)				
(E)				

LESSON SEVEN

Unit: Individual And Family Life-Styles

Topic: Family roles and responsibilities

Concept: Family composition affects individual members' roles and responsibilities.

Objectives: At the end of this lesson, students will be able to (1) define family roles and responsibilities, and (2) explain the effects of various family compositions on roles and responsibilities.

Materials:
1. classwork sheet, THE IDEAL FAMILY (Appendix XIV-XV)
2. transparency #10 Family Compositions

PROCEDURE
SUGGESTED DRILLS:

I. Name six items that have changed the lifestyles of American families. Explain their specific effects. (See Lesson #2 for possible answers.)

II. Complete this chart:

	An Average Family of..	
	the 19th Century	The 20th Century
location		
size		
age at marriage		
occupation	(See lesson #6 for possible answers)	
leisure		
life span		
transportation		
community facilities		
woman's role		
man's role		

III. Complete the sentences with the correct vocabulary word. There is one extra word. (rural, migration, composition, industrialization, planning, urban)

1. Migration into urban areas has caused them to grow rapidly.

2. Family composition refers to the number, age, and other characteristics of family members.

3. Industrialization made many people move from rural areas to find factory jobs in the cities.

Lesson Seven

CLASSWORK:

Before class, write today's vocabulary on the board. (See list)

1. Check home assignments.
   - Review lesson #6 - historical roles of family members
   - Preview today's vocabulary

2. What have been the typical roles and responsibilities of family members in the United States - mothers, fathers, children, grand parents...?

   mothers ..... child care; household chores; to remain in home; to obey husbands

   fathers ..... sole bread winners; heavy or outside work; to discipline children; to plan family affairs

   grandparents ..... to be cared for by grown children; to contribute labor to the family

   children ..... to work on the farm to augment family income; to obey elders "to the letter"; to carry on family traditions

   - What are the roles of these members today? How do they differ from the past?

3. Describe the family compositions diagramed on the transparency, Family Compositions. (Trans. #10)
   - What other compositions seem common to you? (Fill them in on transparency.)
   - What are the two main roles in every family unit? (Providers, Dependents)
   - Identify the providers and dependents in each diagram. (In diagram #9, what is a guardian? How is the guardian different from a parent?)

4. How would the roles and responsibilities of each family member differ in the different composition? Why? (In terms of meeting each individual's physical and psychological needs) (Students should discuss the positive and negative aspects of each type of composition.

Suggestions: #1 - with few children, mother may be able to stay at home and care for family full time; there may be less sibling rivalry.

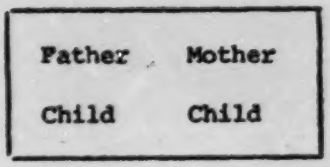
#2 - two incomes may be needed; someone may have to care for grandparent; there may be conflicts between generations; grandparent may have to serve as babysitter.

#3 - two incomes may be needed; some children may have to assume added responsibilities; with working mother, father may have to lend a hand in housework and child care; there may be a great deal of sibling rivalry; parents and children may lack some degree of privacy and space.

Lesson Seven

INTERPLAY: THE AMERICAN FAMILY
FAMILY COMPOSITIONS

Trans. #10



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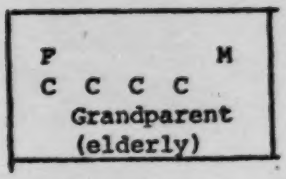

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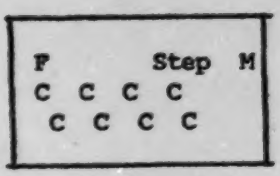

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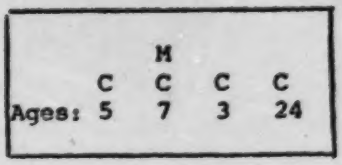

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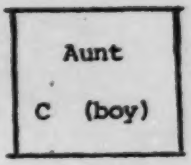

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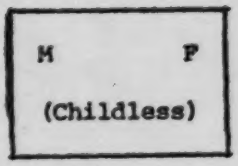

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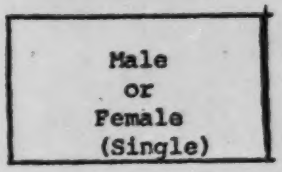

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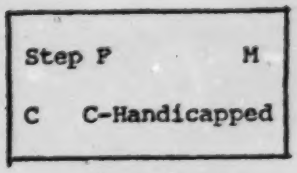

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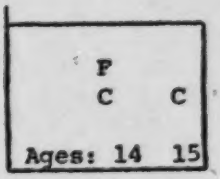

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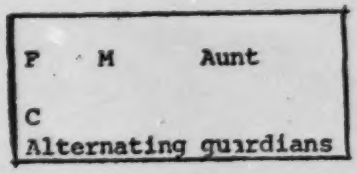

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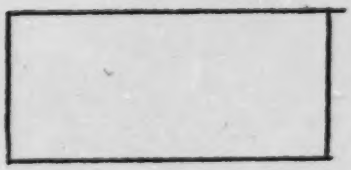

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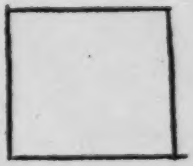

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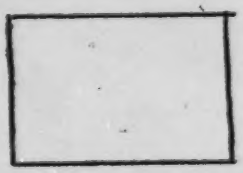

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Suggestions Con't:

#4 - oldest child may have to help support family; generation gap between siblings; mother may be unable to meet each young child's psychological needs because of close spacing.
#5 - guardian may worry about meeting needs of a child of the opposite sex; child may feel he is not understood.
#6 - adults have more time to spend together; more money for self and spouse; more independence.
#7 - mother may be unable to work as she must care for child; conflicts or traumas may occur between siblings; stepfather may be psychologically unable or unwilling to accept situation of handicapped stepchild.
#8 - father may have problems dealing with teenagers of contradictory demands and expectations; none of the guardians may feel full responsibilities for the child's welfare.
#10 - singles have greater independence; more money; greater pressure to marry.

5. Read the classwork sheet: THE IDEAL FAMILY, (Appendix XIV-XV) Follow directions.
(Concept: The Ideal Family situation depends on the needs and attitudes of individuals.)
(Discuss all questions to get a cross-section of opinion. There will be no consensus in most cases.)

Lesson Seven

CLASSWORK SHEET
THE IDEAL FAMILY

Directions: Read each situation below. Number the families from 1 to 4 to show your idea of the best to worst family situations. (1 would be best.) Be prepared to discuss the questions after each selection and support your ideas.

A. Marjorie had her baby last year when she was eighteen. Her father hasseled her so much about not being married that she quit school to work so that she could live on her own. Now she works days while her mother babysits and gets another sitter for the two nights she goes to school. Even though it is rough now, Marjorie is glad to be away from her old man and enjoys the time she has with her baby.

Questions:
1. How would Marjorie's and the baby's lives be if she had stayed with her parents?
2. Who sacrifices the most in this situation?
3. What factor seemed to have encouraged her leaving the most?
4. What advantages and disadvantages are there to her present situation?

B. Tina and Sandy, ages 14 and 16, have lived with their grandmother almost six years since their mother remarried. Even though "Granny" is strict and rather old-fashioned, the girls seem to have adjusted to her ways and are well cared for. Their mother has often talked of taking them to live with her "when her husband settles down".

Questions:
1. Does the mother's marriage seem to be a stable one?
2. How would the girls' lives be different with the mother?
3. How do you think the mother's life would change if she took the girls with her?

C. Anthony, age 18, and his three younger brothers, ages 5,7,12, live with their parents. They seldom see their parents during the week because they both work full-time jobs and overtime. Because Anthony is responsible for the house and the younger boys during the week, he usually cuts out on the weekends when his folks are home, so he sees very little of them at all.

Questions:
1. If Anthony were younger (4 or 5 years) how would the situation be different?
2. If the other boys were older, how would the story change?
3. Why do you think the parents feel they can place so many responsibilities on Anthony?
4. How does Anthony seem to feel about it?

D. Charlotte and Tim were married three years ago, aged 17 and 19 respectively. Now they have a 2 year-old son and a 6 month old daughter. Even though they love each other very much, they are having more problems than during their first year of marriage. Arguments over money, leisure, household responsibilities are common.

Questions:
1. What seems to be the family problem?
2. How could it have been avoided?
3. What are some assets to help them work things out?

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Lesson Seven

SUGGESTED HOME ASSIGNMENT:

1. Define today's vocabulary terms.

2. Diagram your own family unit. Identify the providers and dependents. List the responsibilities of each member. Evaluate the extent to which the physical and emotional needs of each member can normally be met.

3. Watch a television show about a family. Diagram the family. Identify the providers and dependents. Evaluate the extent to which each member's needs are met.

4. Read and analyze a news article in which a family's composition has a special effect on their life-style, roles, and responsibilities. Tell how their life-style would be different if the composition were altered.

5. Select a letter from Dear Abby (or similar column) in which family composition is an element in a problem. Tell how the composition affects the situation and advise the writer.

SUMMARY

Read the following descriptions. Use transparency #10, Family Compositions, for student reference. Students are to select the composition they feel fits the situation and tell why. (Several different answers may be allowed.)

1. Which unit is most likely to be able to pick up and go at their whim? (6, 10)

2. Which is most likely to have conflicts between providers? (9)

3. Which is most likely to be supported, in part, by one of the children? (4)

4. Which is most likely to need two incomes? (2,3)

5. Which is least likely to be able to live in an apartment? (2,3)

6. Which is most likely to need babysitters while providers work? (2, 3, 4, 7)

7. Which is most likely to demand that children share some adult responsibilities? (2,3,4)

LESSON EIGHT

Unit: Individual And Family Life Styles

Topic: Family composition and choices

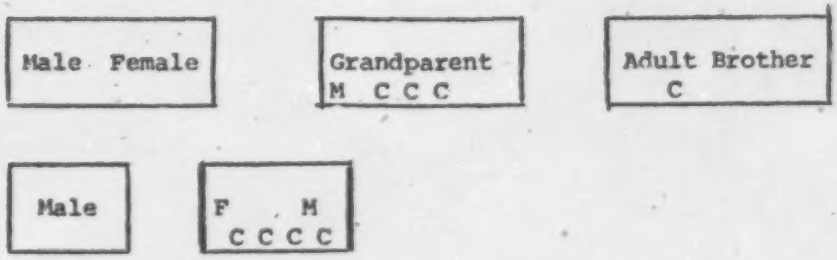
Concept: Family composition affects individual and family choices

Objectives: At the end of this lesson, students will be able to (1) explain the probable solutions to family situations in varying compositions, and (2) define their idea of optimum and maximum family sizes.

Materials:
1. classwork sheet, FAMILY SITUATIONS (ditto #6)
2. trans. #10, Family Composition (from lesson #7)
3. trans. #11, Summary, Drop Out

PROCEDURE:
SUGGESTED DRILLS:

I. 1. What are the two main roles in most family units? (providers and dependents)
2. Copy the diagram. Identify the role of the members in the following units:



II. Write the vocabulary words for the following meanings:

1. mass movement into the cities - urbanization
2. death rate among newborns and very young children - infant mortality
3. characteristics of a family or other population - composition
4. a family unit consisting of parents and their children only - nuclear family
5. steps taken to decide the size of one's future family - family planning

(This may be presented as a matching exercise.)

Lesson Eight

Classwork:

Before class, write today's vocabulary on the board. (See list)

1. Check home assignments.
   - Review - What is a family?
   - Review lesson #7 - Varying family compositions (trans. #10 may be used)
   - Preview today's vocabulary

2. What does the word optimum mean? (See vocabulary list)
   - Is there an optimum family size? Is there a maximum? (Concept: Family size varies with individual needs, resources, and goals.)
   - Tell the class to design their idea of optimum and maximum families. Diagram them on the board. (There may be several "maximum" families)

   Examples:

Optimum	Maximum
	2 Grandparents
F M	F M
C C	C C C C C

3. Read classwork sheet. (ditto #6), FAMILY SITUATIONS, and the following directions. (For the optimum and maximum families, socio-economcc levels are equal)

4. Act out (or discuss) the situations from the viewpoints of individual members of each family. (What will be the difference in the attitudes of mothers in the optimum and maximum families, fathers, and so on?)

5. Summary: trans. #11. Drop Out. Follow the directions.

Lesson Eight

Ditto #6

CLASSWORK SHEET
FAMILY SITUATIONS

Read and discuss solutions to each of the following situations in terms of the optimum and maximum family compositions. Be able to answer:

a. What is the problem?

b. How will each family handle the situations?

c. What choices are available to each family, and what other problems are entailed?

d. What will be the probable outcome of the family decision?

e. In your opinion, which family will have the greater ease solving the problem? Why?

---

a. The parents know that they want each of their children to attend college. Provisions must be made to save for the future expenses.

b. Parents want to take a vacation without the children.

c. A relative from another state wants to stay with the family until she can find a new job.

d. The father's union has been on strike for six weeks and there are few hopes for a speedy settlement.

e. In their old home, each member's job or school was in the same general area. In their new home, the job and school locations are in different areas of the city.

f. When a grandparent becomes seriously ill, one of the family members must be at hand full time to care for him/her.

g. Children compete for attention and affections.

h. Mother prefers to be a housewife to a working mother.

i. Parents find they cannot make ends meet and need another source of income.

Lesson Eight

Note three other common family situations to be discussed as those above.

j. _____

_____

_____

k. _____

_____

_____

l. _____

_____

_____

Lesson Eight

Trans. #11 INTERPLAY: THE AMERICAN FAMILY
SUMMARY
"DROP OUT"

Object: To define each student's idea of the optimum family

How to play: All class members participate at the beginning. As each step is uncovered, those who think they've reached their optimum family size drop out of the game. As the steps progress, the "rewards" for those students still in the game become "greater".

	Single	- $8,000 salary; annual 3 week vacation
	Add 1 Spouse	extra income; 3 week vacation and new car
* * *	Smooth Sailing	- reward of your choice ($1,000 value)
	Add 1 Child	- Minus 1 income; 2 week vacation (must pay sister)
* *	Smooth Sailing	- reward of your choice $500 value)
	Add 1 In-law	- 2 incomes again (free babysitter); 2 week vacation
*	Smoothing Sailing	- reward of your choice ($300 value)
	Add 1 Child	- still 2 incomes; one week vacation (with in-law)
	Add 1 Child	- still 2 incomes; weekend vacations only (with in-law)
	"Twins"	- no vacations; free babysitter moves out; 1 income again
	Add 1 Child	- 2 incomes (you have to moonlight)
	Add 1 Niece	- money from her parents helps - but no vacation
	Add 1 Child	- reward of your choice ($20 - on credit)
	Add 1 Child	- reward of your choice ($5 loan)
	Add 1 Child	- fertility medal (Worth $10)
	Add 1 Child	-

Lesson Eight

SUGGESTED HOME ASSIGNMENTS:

1. Define today's vocabulary.

2. Write of situations in your own family from the viewpoints of two of its members. How does the composition of the family affect each member's choices and ideas?

3. List some of the personal goals you have for yourself. How difficult will the attainment of these goals be if you are in the optimum family.....in the maximum family? Why?

LESSON NINE

Unit: Individual And Family Life Styles

Topic: Children - their physical needs and costs

Concept: Special expenses required in raising a child must be considered in planning for a family.

Objectives: At the end of this lesson, students will be able to: (1) identify the physical needs of children, and (2) identify the changes in a family's lifestyle with the arrival of each new member.

Materials:
1. classwork sheet (Appendix XVII) Family Goals
2. trans. #12 A & 12 B
3. trans. #10, Family Compositions
4. trans. #13, Family Life Cycle
5. trans. #14, Summary

PROCEDURE:
Suggested Drills:

I.

	Typical child of	
	19th Century	20th Century
number siblings		
rural/urban		
maximum educational level		
probable occupation		
typical leisure		
degree of mobility		

II. Complete the sentences with the vocabulary words from below: provider, optimum, siblings, generation, family planning, developmental tasks. There is 1 extra word.

1. One's sisters and brothers are one's siblings
2. A person's optimum family size is their ideal.
3. Family planning means steps taken to decide the size of one's family.
4. To learn skills needed for successful adult living, children must first have success in their developmental tasks.
5. To raise children successfully, one should be a good provider.

Lesson Nine

CLASSWORK:

Before class, write today's vocabulary on the board. (See list.)

1. Check home assignments.

2. What are some of the normal (fixed) expenses in running a home? (food, rent, clothing, transportation, medical care, insurance) (Fill them in on trans. #12A, section I, under Essentials.)
   Read the classwork sheet (Appendix XVII) Family Goals. Follow directions.
   Fill in most common items in their columns on trans. #12B .
   (Most common essentials under Essentials.)
   Add other student goals if possible.

3. List normal expenses in pregnancies and deliveries with a rough approximation of the cost. (Use trans. #12B, section II) (doctor, hospital, anesthetist, circumcision, medicine, layette, furniture, maternity clothes, transportation to doctor)
   In the average family, what financial effect will the new arrival have on other family members?
   How does the effect of the new arrival differ in different family compositions? (Use trans. #10, Family Composition.)
   How is each member affected by the new arrival?

4. List other expenses in raising a child (education, clothing, medical care, recreation).
   How much do you think it costs to raise the average child to age 18 today? ($35,000, the cost is rising every year)
   What sacrifices other than money does each member generally make? (less time to oneself; less attention to self and other members; less privacy and space)

5. Study trans. #13, Family Life Cycle
   Identify each cycle. What percent of adult life is spent on each?
   What expenses, in terms of supporting children, will there be in each phase?
   At what phase(s) will the couple's resources be lowest? Why?
   At what phase will they probably live most comfortably? Why?
   Do you want your life to follow the same cycle? How would you want it to be different? (Perhaps students want more time and money for self in phases 2 to 4.) How would you plan your family accordingly?

6. Summary: Complete trans. #16. Follow the directions.

SUGGESTED HOME ASSIGNMENTS:

1. Define today's vocabulary.
2. Study stub of a paycheck. What % of the gross pay is net? Where does rest of the money go? What % goes where? How does the difference between gross and net pay affect one's life-style?
3. Calculate the monthly expenses and income of your family. What % of the income is spent on all the children? What % is spent on each child? How would the family's life-style differ with more children...with less children?

Lesson Nine

Trans. 12A & 12B INTERPLAY: THE AMERICAN FAMILY

FAMILY GOALS

A

A - ESSENTIALS	B - IMPORTANT	C - NICE (NOT NECESSARY

B

NORMAL EXPENSES OF NEW BABIES

Items: Cost:

Total Cost: _____

III

NORMAL EXPENSES OF CHILDHOOD

Items:

Total Cost: _____

Lesson Nine

Ditto #7

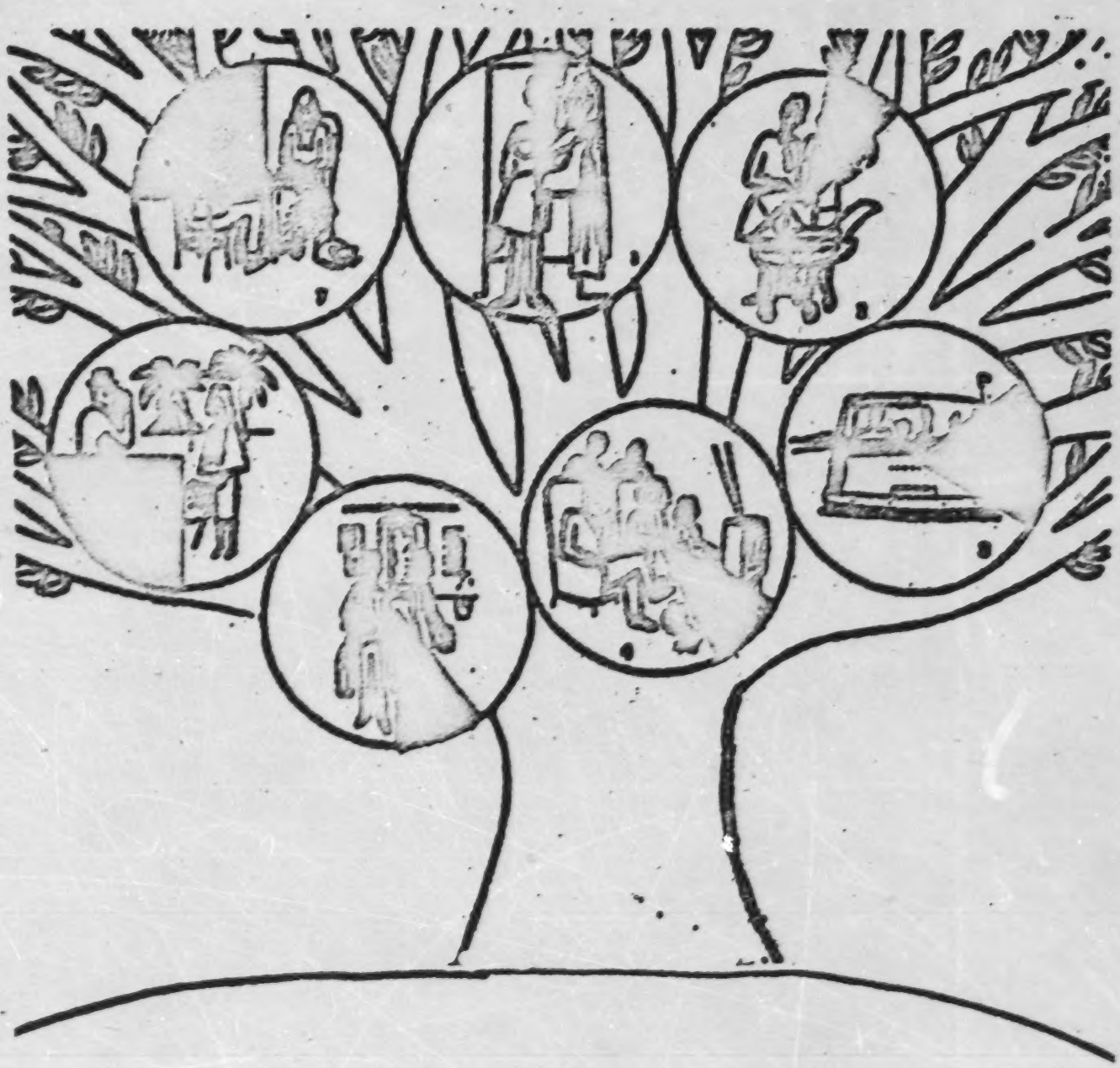
CLASSWORK SHEET
FAMILY GOALS

Directions: Read the following list of goals. Write A next to items you feel are ESSENTIAL. B next to items which you consider important, and C next to items you think are nice, but not necessary.

____ 1. an apartment in a good section of town
____ 2. owning one's own home
____ 3. a pet (any dog or cat or other)
____ 4. meat once a day
____ 5. a savings account
____ 6. continuing husband's education
____ 7. continuing wife's education
____ 8. college education for the children
____ 9. going out to eat in restaurants fairly often
____ 10. eating at restaurants on special occasions
____ 11. an electric dishwasher
____ 12. an air conditioner
____ 13. two or more radios
____ 14. television set or sets
____ 15. subscriptions to at least one magazine or journal
____ 16. subscriptions to at least four magazines
____ 17. new books purchased at least three or four times a year
____ 18. a hi-fi set and records
____ 19. commercialized recreation such as movies, ball games, etc.
____ 20. music lessons for the children
____ 21. part of the budget for gifts and entertaining
____ 22. part of the budget for insurance
____ 23. part of the budget for church or charity
____ 24. some funds for political or special interest organizations
____ 25. new furniture
____ 26. family vacations, such as camping trips
____ 27. new clothes each season
____ 28. sterling silver table settings
____ 29. stainless steel table settings
____ 30. concert or theatre tickets
____ 31. travel
____ 32. a motorcycle
____ 33. a high-priced car, good-looking as well as good for transportation

INTERPLAY: THE AMERICAN FAMILY

FAMILY LIFE CYCLE



Lesson Nine

Trans. #14

INTERPLAY: THE AMERICAN FAMILY
SUMMARY
BANK ACCOUNT

Object: To reach the maximum family size

How to play: Read the list of assets in the bank. Be prepared to dispose of them in order of priority (the least important go first). With the addition of each child, make a withdrawal from the bank. Students may drop out of the game as they feel they've made their maximum number of withdrawals. Those who remain in the game may continue to play until they have no more assets. (Class should decide the order of priority of assets.)

BANK ACCOUNT ASSETS

Cross out all withdrawals!

- skip cooking breakfast
- go to movie on spur of the moment
- go nightclubbing frequently
- blast your hi-fi at all hours
- save money by renting a small house
- three new outfits seasonally
- have your own den
- sleep very late on weekends
- skip washing laundry this week
- skip cooking for the week
- buy a new sportscar
- don't buy insurance
- buy an appliance on a whim (color tv,...)
- lots of time to yourself when you like
- tape deck for your car
- _____
- _____

* * * \

LESSON TEN

Unit: Individual And Family Lifestyles

Topic: Attitudes and ideas influencing family size.

Concept: Many factors (cultural, religious, political,...) influences one's choices of family size.

Objectives: At the end of this lesson, students will be able to: (1) identify factors influencing individual's ideas about family size, and (2) explain the effect of these elements upon their own ideas.

Materials: 1. trans. #15, Factors Influencing Family Size

PROCEDURE:
Suggested Drills:

I. Complete the chart:

Rsponsibilities for Raising Children

	Economic	Psychological
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

II. 1. Give 4 rewards in having a baby.

2. Give 4 expenses in having a baby.

3. Name two other adjustments that members of a family must make when a baby is added to the family unit.

Lesson Ten

III. What are some of the factors influencing today's families' sizes? (Complete trans. #15 chart and discuss each item.)

Sample:

Groups & Factors	The Ideas They Have	Some of Our Responses
Religion	1. Catholic Church: "no mechanical birth control" 2. Other Denominations: (Black Muslims, Jews,...)	
Peer pressure	All girls should get married,...	
Family pressure (parents, aunts, ...)	Parents want grandchild	
Political movement	1. Anti-War Movement 2. Black Panthers	
Organizations	1. Women's Liberation 2. Planned Parenthood	
Racial attitudes Economic Level Education Level	Higher economic & educational levels have fewer children	
Government	Tax exemption for each child	

IV. Summary: Group assignment - "Sell Your Size" Divide the class into several small groups, each group will act as one of the special groups from the chart. They are to prepare a 1 minute "commercial" to get people to have their ideal family size, but they must give both the pros and cons of each ideal.

SUGGESTED HOME ASSIGNMENTS

1. Define today's vocabulary.
2. Survey different cultural and political groups to see what their positions on family size are. Make a written or oral report or invite a guest speaker to address the class.
3. Check several magazine ads or television shows. What is the average size of the families pictured? What ideas do the admakers seem to be putting across?
4. Make a report on Malthus and his demographic theories. Why is what he said important today?

Lesson Ten

Ditto #15

INTERPLAY: THE AMERICAN FAMILY
FACTORS INFLUENCING FAMILY SIZE

GROUPS AND OTHER FACTORS	THE IDEAS THEY HAVE	WHAT ARE SOME OF OUR RESPONSES?

LESSON ELEVEN

Unit: Individual And Family Life-Styles

Topic: Families and Communities

Concept: Communities provide services to maintain family unity.

Objectives: At the end of this lesson, students will be able to identify community agencies and services designed to aid families and individual members.

Materials:
1. classwork sheet (Appendix XXI A & B) A Call For Help
2. list, Community Services
3. trans. #16, Summary

PROCEDURES:

Suggested Drills:

I. 1. Give three reasons why people get married. (companionship, group pressure, to be supported, to be cared for, to have children,...)

2. Give three reasons why people may remain single. (greater independence, greater selection of companions, to defy peer pressure, do not want a family, poor health,...)

II. Define these terms in your own words.

1. marriage
2. alternative lifestyle
3. composition
4. family unit

(See vocabulary list)

CLASSWORK:

Write today's vocabulary on the board.

1. Check home assignments.

2. How have families changed over the past century?
   - What factors have been responsible for these changes? (Review lesson #6, May use trans. #8, The American Family, too.) How was each responsible?

Lesson Eleven

Classwork Continued

3. What effect does the community have on families today?
   - What laws are provided to help families? (marriage laws, age, health, kinship, child support and care laws; divorce and annulment laws,...)
   - What are some agencies designed to help families? (List the students' responses.) (Suggestions: Department of Social Services, Police Department, neighborhood clinics,... Distribute and read with class list of community services, ditto #1)

4. Read the classwork sheet, A Call For Help. Follow directions on sheet.

5. How would you contact one of the agencies?
   - Act out one of the situations on the classwork sheet. Show what will happen when one of the groups or individuals goes to a counseling session. (This may include situations the students have written.)
   - What will be the probable outcome of the counseling sessions? What recommendations will probably be made?
   - How can the following recommendations change the situations?

6. Summary: Complete Summary trans. #20.

SUGGESTED HOME ASSIGNMENTS:

1. Define today's vocabulary.

2. Survey the people living with you. Which services have they used, how often, for what purpose? How do they evaluate the worth of having the particular agencies? What complaints or praises did they have of the way the agency handled their problem?

3. Using information from your community survey (Introductory Assignment), visit the agency used most by the families on your block. What facilities and services are offered? Get pamphlets or booklets about the agency to be distributed to class members.

Lesson Eleven

CLASSWORK SHEET

A CALL FOR HELP

Directions: Read the following situations. Decide (1) what the specific family problem is, (2) what type of service is needed, and (3) suggest the agency, from your list of community agencies, the family should contact. (There may be more than one answer for each question.)

A. The Williamses find that they need another source of income, so Mrs. Williams seeks full-time employment. The family's main concern is how to care for their two pre-school aged children while both parents work.

1. _____

2. _____

3. _____

B. John Anderson, age 14, has run away from home several times since his parent's divorce. He says he can't stand the nagging he gets from his mother and grandmother.

1. _____

2. _____

3. _____

C. For the past few years, Wilma and Calvin Phillips have seemed to drift apart even though they had a good marriage at one time. Neither wants a divorce, but they can't seem to work things out.

1. _____

2. _____

3. _____

D. Carla Scott insists that the three children she has is her limit, her husband doesn't care one way or the other - so he takes no precautions. This has caused quite a lot of hostility and arguing between them.

1. _____

2. _____

3. _____

Lesson Eleven

Classwork Sheet Con't:

E. Mae Jordan, an average high school junior, wants to finish school, but misses too much time from school to pass. She must care for her own baby and her grandmother who lives with her family, and is responsible for her younger brother and sisters.

1. _____

2. _____

3. _____

F. Robert Wilson, has 4 children, a wife, and a "habit" that won't quit. The whole family is emotionally and financially drained, but they can see no way out.

1. _____

2. _____

3. _____

G. (Write of another common family problem. Follow directions as you did above.)

_____

_____

_____

_____

1. _____

2. _____

3. _____

A CALL FOR HELP

1. ADDICT REFERRAL AND COUNSELING CENTER, INC. 366-1717
   21 West 25th Street
   Director: Dr. Laura McCall

2. AL-ANON FAMILY GROUPS 823-1222
   P.O. Box 6824, Towson 21204
   Sponsors: Members of the Group
   Provides fellowship with others facing the same problems; education pamphlets and/or speakers; referrals to nearest group meetings. Membership includes relatives and friends of alcoholics.
   Area served: Baltimore Metropolitan Area - Financed by:Contribution

3. ALATEEN 823-1222
   P.O. Box 6824, Towson 21204
   Sponsors: Members of Al-Anon Family Groups
   Assists teen-aged children and friends of alcoholics to meet their problems through meetings and group discussions; part of Al-Anon.
   Area served: Baltimore Financed by: Contribution

4. ALCOHOLICS ANONYMOUS 467-4667
   311 St. Paul Street, Baltimore 21218
   Assists alcoholics who have a desire to stop drinking. May apply for assistance by telephone or personal visit to office. Area served: Baltimore Metropolitan Area Financed by: Contribution

5. BALTIMORE CITY HEALTH DEPARTMENT 396-4387
   American Building
   231 East Baltimore Street 21202
   Commissioner: Robert E. Farber, M.D.
   Conducts complete public health program

6. DEPARTMENT OF SOCIAL SERVICES 234-3000
   1510 Guilford Avenue 21202
   Director: Mrs. Maud Harvey
   Administers public assistance, Maryland Medical Assistance, foster care, adoption, day care, food stamps and protective service
   Food stamps: 234-2488 Medical Assistance: 234-2261
   Income Maintenance: 234-2211

7. BIG BROTHERS OF BALTIMORE, INC. 685-6210
   2108 North Charles Street 21218
   Executive Director: Walter J. Pasciak
   Provides fatherless boys, ages eight to sixteen years, with source of masculine identification, guidance and related activities through assignment of Big Brother volunteers who work under professional supervision. Area served: Baltimore Metropolitan Area
   Financed by: CC/UF, contribution, dues

8. BIG SISTERS - LITTLE SISTERS, INC. 235-2957
   2201 Maryland Avenue 21218
   President: Mrs. Lillie Steward
   Brings together, in one to one relationship, interested women of good character with girls from ages five to eighteen, in need of adult female guidance and concern; activates interest, domestic

skills of girls; group activities planned on basis of age, needs and interest of girls. Area served: Baltimore City-Financed by: dues

9. FAMILY AND CHILDREN SOCIETY 669-9000
204 West Lanvale Street 21217
Executive Director: Ernest Smith
Provides casework service to families, adults and children with personal and family problems; adoptive and protective services to children; services to unwed mothers; homemaker service; limited financial assistance. Area served: Baltimore City Financed by: CC/UF, endowment income, contribution, fees

10. CONSUMER CREDIT COUNSELING SERVICE OF GREATER BALTIMORE 732-3604
The Bradford Federal Building
Fayette and Luzerne Streets 21224
Assists those in financial difficulties to pay off debts; designs budget; assists in maintaining client's credit by appropriate contracts when necessary. Area served: Baltimore, Anne Arundel, Harford, and Howard counties Financed by: Contribution

11. PLANNED PARENTHOOD ASSOCIATION OF MARYLAND, INC. 752-0131
517 North Charles Street 21201
Executive Director:
Provides leadership for the universal acceptance of family planning as an essential element of responsible parenthood, stable family life, social harmony; provides education for family planning; operates contraceptive clinics; promotes research in human reproduction; treats childless couples for infertility; offers pre-marital counseling and sex education; trains doctors, medical students, nurses, and other qualified professionals in various techniques of birth control; provides community education in fields of family planning population control. Area served: Entire State Financed by: Contribution, fees, taxes

12. LUTHERAN SOCIAL SERVICES 727-7535
507 Park Avenue 21201
Executive Director: Rev. William Black

Lesson Eleven

Trans. #16

INTERPLAY: THE AMERICAN FAMILY

SUMMARY

Object: To score highest amount of points

How to play: (Students should clear desks of all written materials.) Divide class into two teams. (A, B). Starting with team A, ask one of the summary questions below. Score 5 points for each correct answer; and 2 points for each penalty "shot" (the opposition's chance when the designated team misses). Alternate from team to team. Highest score wins.

Score A	Score B	Questions
_____	_____	1. Name an agency that helps alcoholics.
_____	_____	2. Name 2 services of the Department of Public Welfare.
_____	_____	3. Name 1 agency that offers family counseling.
_____	_____	4. Name 1 community service designed for senior citizens.
_____	_____	5. Name 1 agency which assists families in planning their size.
_____	_____	6. Name 1 service of the Department of Health.
_____	_____	7. Name an agency that helps delinquent or wayward boys.

Total A: _____ Total B: _____

LESSON TWELVE

Unit: Individual And Family Life Styles

Topic: Review

Objectives: At the end of this lesson, students will be able to: (1) define and use vocabulary terms, (2) identify: a. factors influencing family size and lifestyle, b. unusual needs, c. community services, and (3) explain the importance of the family to the individual and the community (and vice versa).

Materials: none, (game scores are kept on blackboard.)

PROCEDURE:

Suggested Drill:

I. Name 4 community agencies and 1 service offered by each. (See lesson 12 for possible answers.)

II. Complete the sentences:

1. The family unit is important to the individual because it meets physical and psychological needs.
2. Families are important to society because they preserve cultural heritage and social, economic, and political structure.
3. Communities protect the family unit by providing laws and agencies to help it.
4. One local agency designed to help families and family members is Answers will vary .

Classwork:

1. Check home assignemnt.
   - Introduce the review lesson as preparation for a test.
2. Vocabulary review: "You Don't Say" (may be played as the television show)
   - Divide class into two teams (A, and B)
   - Using their vocabulary notebooks, 1 player from the first team either (1) reads a definition from the list or (2) gives a sentence with a blank at the end (to be completed by the opposing team with a correct vocabulary word). Alternate questioning from team to team.
   - The opposing team must respond with the correct vocabulary word. (Notebooks of the answering team should be closed.)
   - Team members may answer at random or opposing team members may be paired as illustrated: (next page)

Classwork Continued:

	A	-	B
Player #	1	-	1
	2	-	2
	3	-	3
	etc.		

- Score 5 points for each correct response. Hold incorrectly answered terms to be repeated at the end of the game. Highest score wins.

3. Concept is "The Fact Review Junior Bowl"
   - Read the questions below. Permit team A to respond first. Score 10 points for a correct answer. Should the responding team miss, allow the opposition to respond - score 5 points for penalty shot.
   - Alternate answering from team to team. Highest score wins.
   - Questions (should be selected at random and not repeated if answered correctly.)

1. Name 3 needs of man.
2. Why is the family important to the individual?
3. Why is the family important to the society?
4. Give 3 characteristics of the typical 19th century family.
5. Name 3 factors that have changed the American family over the past century. (10 points bonus - tell each's specific effect)
6. Name 3 typical responsibilities of a 19th century man.
7. Name 3 typical responsibilities of a 19th century woman.
8. Name (stage of the family life cycle).
9. Name 3 fixed expenses in managing a home.
10. Name 3 flexible expenses in managing a home.
11. Name 3 expenses in pregnancy and the arrival of a newborn.
12. Name 2 reasons people get married.
13. Name 2 reasons people stay single.

SUGGESTED EVALUATION ACTIVITIES

I. Vocabulary

A. Match the words to their meanings. Write the letter of the answer only.

a. family life cycle	e. agency
b. siblings	f. migration
c. mobility	g. guardian
d. ancestors	h. family unit

f 1. movement of people from one area to another
j 2. forefathers
g 3. someone other than a parent who cares for another
b 4. brothers and sisters
h 5. a group of people living in the same household
c 6. ease of movement or transportation
a 7. stages in the development of a family
e 8. an establishment that works to help others

B. Complete the sentences with the vocabulary words.

1. The rapid growth of the cities is known as urbanization.
2. One's ideal family size is the optimum family size.
3. The government gives a tax exemption for each dependent.
4. A family of numerous generations or the families of brothers and sisters is an extended family.
5. One's partner in marriage is a spouse.
6. A nuclear family consists of parents and their unmarried children.
7. Industrialization made many people leave the farm lands to find factory jobs.

II. A. Changes in the American Family Lifestyle

Specific Factors (social, technological, cultural	How each has changed families
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

(See lesson #2)

Suggested Evaluation Activities Continued:

B. Community Agencies

Name	A Service they Provide
1.	1.
2.	2.
3.	3.
4.	4.

(See lesson #9)

III. Select and answer one of the following questions completely in a paragraph.

a. Tell why the family unit is important to the individual. Explain its functions in the past and today.

b. What is the ideal lifestyle and optimum family size for you? Explain your ideal in terms of the history of your family unit and the various social, cultural, and political influences affecting your decision.

c. Explain the effect of the arrival of a baby on a family lifestyle. Consider the needs of each member, (physical & psychological), a family and individual goals, and family expenses.